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ABSTRACT

This document outlines the content standards for drama in North Dakota public schools, grades K-12. Following an introduction, the document lists the drama content standards: (1) Dramatic Literature; (2) Acting; (3) Production; (4) Cultural Context of Drama; (5) Consumer of Theatre; (6) Drama and Human Development; and (7) Drama and Other Disciplines. Includes benchmarks, specific knowledge, and sample activities for grades K-4, 5-8, and 9-12. Contains a glossary of theater terms. (BT)

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North Dakota
Drama
Content Standards

SO 032 263

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An asterisk " * " indicates that the word or phrase is defined in the Glossary

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COMPONENTS OF THE DOCUMENT

Content Standards – general statements that describe what students should know and the skills they should have in a specific content area.

Benchmarks – statements of knowledge and skill that define a standard at a given developmental level (e.g., 4th grade, 8th grade, 12th grade).

Examples of Specific Knowledge – facts, vocabulary, principles, generalizations, relationships, concepts, step-by-step procedures, strategies, or processes that describe the specific information or skills that students should acquire to meet a standard.

Examples of Activities – instructional activities that students could do to acquire the knowledge and skills described in the standard and benchmarks.

INTRODUCTION

Suggested Guidelines for Reading the Content Standards

Since school districts in North Dakota offer few drama*/theatre* classes, drama activities must be included within other disciplines, rather than simply being related to them. Because some teachers may be unfamiliar with terminology and intent for the standards. It may be helpful to examine the **SAMPLE ACTIVITIES** and **EXAMPLES OF SPECIFIC KNOWLEDGE** *prior* to reading the **STANDARDS** and **BENCHMARKS** associated with them.

Development of the Document

These drama* standards and benchmarks are designed to be met by all K-12 students. It is the responsibility of the administration and all faculty to implement these standards through all areas of curriculum.

Use of Standards and Benchmarks in the Classroom

These standards are designed to be met by using activities that support the standards throughout all content areas. The implementation of dramatic activities provides and could improve comprehension in all content areas. The activities included are primarily process-oriented rather than production-oriented.

Helping Students Reach Standards

The creative classroom teacher addresses multiple intelligences through a variety of approaches. This document provides additional standards, benchmarks, examples of specific knowledge and suggested activities to support those creative approaches. The list of suggested activities is only a sampling. Although the suggested activities for grades 9-12 are geared toward a theatrical production, they do not require actual production of a play.

This document can be used to create a curriculum, but is not by itself a curriculum. The benchmarks defined in this document are written as expectations for students at the end of grades 4, 8, and 12. This document is designed for use by all educators in grades K-12, and everyone has a responsibility to provide students with opportunities to acquire the knowledge and skills defined by the standards and benchmarks. How to distribute these opportunities across the grade levels is a decision left to local districts and individual teachers.

Glossary

The glossary is intended to provide definitions to be used within the context of this document. The definitions may be different from standard dictionary definitions. An * indicates that the word or phrase is defined in the glossary. Specific theatrical games and acting methods listed in the examples of specific knowledge may be unfamiliar to teachers. Information about these games and methods can be found in books available through publishing companies included in the reference list at the end of this document. An internet search can also provide descriptions of and information about them.

NORTH DAKOTA DRAMA* CONTENT STANDARDS

Standard 1: DRAMATIC LITERATURE*
Students comprehend a wide variety of dramatic literature*.

Standard 2: ACTING
Students use fundamental acting skills*.

Standard 3: PRODUCTION
Students use fundamental production skills*.

Standard 4: CULTURAL CONTEXT OF DRAMA*
Students understand drama's* role in cultural and human experiences.

Standard 5: CONSUMER OF THEATRE*
Students understand how to be knowledgeable consumers of theatre*.

Standard 6: DRAMA* AND HUMAN DEVELOPMENT
Students understand the role of drama* in human development.

Standard 7: DRAMA AND OTHER DISCIPLINES
Students understand the connections between drama* and other disciplines.

An asterisk " * " indicates that the word or phrase is defined in the Glossary

SUMMARY OF GRADES K – 4 BENCHMARKS

Standard 1: DRAMATIC LITERATURE*

Students comprehend a wide variety of dramatic literature*.

4.1.1 Know examples of published and non-published fiction and non-fiction.
4.1.2 Know and describe the elements of scripting*.
4.1.3 Know and describe the emotional reactions created by dramatic presentations.

Standard 2: ACTING

Students use fundamental acting skill*.

4.2.1 Use a variety of movement, vocal pitch, tempo, and tone*.
4.2.2 Understand the relationship between character and movement, vocal pitch, tempo, and tone*.
4.2.3 Create and sustain a character.

Standard 3: PRODUCTION

Students use fundamental production skills*.

4.3.1 Know how visual elements and aural aspects are used to communicate.
4.3.2 Select materials to create technical elements* of production.
4.3.3 Select materials to create publicity.

Standard 4: CULTURAL CONTEXT OF DRAMA*

Students understand drama's* role in cultural and human experiences.

4.4.1 Understand similarities and differences between drama* and one's own life.
4.4.2 Understand how dramatic activities reflect cultures.

Standard 5: CONSUMER OF THEATRE*

Students understand how to be knowledgeable consumers of theatre*.

4.5.1 Know appropriate audience behaviors.
4.5.2 Know that people react to a theatrical production in different ways.

Standard 6: DRAMA* AND HUMAN DEVELOPMENT

Students understand the role of drama* in human development.

4.6.1 Use drama* to develop creative thinking skills.
4.6.2 Use drama* to develop critical thinking skills.
4.6.3 Use drama* to develop social skills.

Standard 7: DRAMA AND OTHER DISCIPLINES

Students understand the connections between drama* and other disciplines.

4.7.1 Know connections between drama* and other disciplines in the curriculum.
4.7.2 Know how to use drama* to demonstrate knowledge of other disciplines.

Standard 1: DRAMATIC LITERATURE*

Students comprehend a wide variety of dramatic literature*.

Benchmarks	
4.1.1	Know examples of published and non-published fiction and non-fiction.
4.1.2	Know and describe the elements of scripting*.
4.1.3	Know and describe the emotional reactions created by dramatic presentations.

Examples of Specific Knowledge that Support the Standard and Benchmarks	
4.1.1	scripts, improvisations*, stories, history of both events and people
4.1.2	personal experience, imagination, literature, folklore, heritage, mythology, characters, scripted scenes, recorded performances
4.1.3	personal experience, direct observation

Examples of Activities that Support the Standard and Benchmarks	
4.1.1	Students read stories about other people, real or created; write stories about self or family events; and discuss similarities and differences between real and created characters.
4.1.2	Students take the role of a playwright and use a familiar story to create a simple script using dialogue and stage directions.
4.1.3	Students view a dramatic presentation, identify emotions from the work, and identify and discuss how people react to those emotions.

Standard 2: ACTING

Students use fundamental acting skills*.

Benchmarks	
4.2.1	Use a variety of movement, vocal pitch, tempo, and tone*.
4.2.2	Understand the relationship between character and movement, vocal pitch, tempo, and tone*.
4.2.3	Create and sustain a character.

Examples of Specific Knowledge that Support the Standard and Benchmarks	
4.2.1	freeze, body tension, body alignment, gestures, coordination, high-low, volume, vocal intensity, speed, articulation, vocal quality
4.2.2	picturing the character, personal knowledge, personality traits, interpersonal communication, geography, occupations, surroundings
4.2.3	concentration, cooperation, interaction, improvisation*, listening, watching

Examples of Activities that Support the Standard and Benchmarks

4.2.1	Using music with a variety of tempos, students improvise silent movement that matches the tempos in the music.
4.2.1	Students stand in a circle. One student is selected as the leader. The leader vocalizes an abstract sound (e.g., bleep-bleep) and the other students mimic that sound in unison. The leader position rotates around the circle with each new leader vocalizing a different abstract sound. Students should aim for a wide variety of sounds, pitches, and tones in their examples.
4.2.2	Students use various walks in conjunction with dialogue, using various vocal tones and pitches. Students then discuss the types of characters they created with the various combinations.
4.2.3	Students form two straight lines facing each other. The first student in line A mimes an animal for the first student in line B. The first student in line B must identify the animal before the student in line A can cease miming. When the character is identified, the student at the head of line A rotates to the end of his/her line. The first student in line B mimes the character for the next student in line A. Students continue the process for at least one rotation.
4.2.3	Students improvise an alternative ending to a familiar story.

Standard 3: PRODUCTION

Students use fundamental production skills*.

Benchmarks	
4.3.1	Know how visual elements and aural aspects are used to communicate.
4.3.2	Select materials to create technical elements* of production.
4.3.3	Select materials to create publicity.

Examples of Specific Knowledge that Support the Standard and Benchmarks	
4.3.1	visual perception, auditory perception, vocal expressiveness, spatial visualization, staging*
4.3.2	scenery, properties, costumes
4.3.3	poster design, program design, information dissemination

Examples of Activities that Support the Standard and Benchmarks

4.3.1 Students create a picture while listening to various styles of music. They explain how their picture reflects the music.

4.3.1 Students build various stage pictures/tableaus (e.g., a machine, anger, a day in the park, freeze action).

4.3.2 After reading a story, students identify materials within the classroom that could be used to create a setting for the story.

4.3.3 Students create a poster or book cover for any selected piece of literature.

Standard 4: CULTURAL CONTEXT OF DRAMA*

Students understand drama's* role in cultural and human experiences.

Benchmarks	
4.4.1	Understand similarities and differences between drama* and one's own life.
4.4.2	Understand how dramatic activities reflect cultures.

Examples of Specific Knowledge that Support the Standard and Benchmarks	
4.4.1	personal experience, family history, movement, vocal and sensory exploration, social morés, character traits and mannerisms
4.4.2	ethnic explorations, geographical differences, historical background

Examples of Activities that Support the Standard and Benchmarks	
4.4.1	Students read a story or script and discuss the similarities and differences between a character in the story or script and themselves.
4.4.2	Students read a variety of stories or scripts and discuss the various cultures that surround the characters in the stories or scripts. They create pictures of the costumes from those cultures.

Standard 5: CONSUMER OF THEATRE*

Students understand how to be knowledgeable consumers of theatre*.

Benchmarks	
4.5.1	Know appropriate audience behaviors.
4.5.2	Know that people react to a theatrical production in different ways.

Examples of Specific Knowledge that Support the Standard and Benchmarks	
4.5.1	listening skills, behavior skills
4.5.2	emotional and sensory reactions to literary, character, and technical elements*; aesthetic perceptions and reactions

Examples of Activities that Support the Standard and Benchmarks	
4.5.1	Students create lists of appropriate audience behavior and inappropriate audience behavior, then discuss why each item is on its respective list.
4.5.2	Students discuss the following about a specific theatrical production: Which character is most memorable and why? What are the best and worst moments of the play and why? If you could change a technical element*, which element would it be and why?

Standard 6: DRAMA* AND HUMAN DEVELOPMENT

Students understand the role of drama* in human development.

Benchmarks	
4.6.1	Use drama* to develop creative thinking skills.
4.6.2	Use drama* to develop critical thinking skills.
4.6.3	Use drama* to develop social skills.

Examples of Specific Knowledge that Support the Standard and Benchmarks	
4.6.1	language, divergent thinking, brainstorming, imagination
4.6.2	problem solving, reasoning, decision making, sequencing, ordering
4.6.3	cooperation, social awareness, emotional and physical release, manners

Examples of Activities that Support the Standard and Benchmarks	
4.6.1	After choosing a play, students design two or more contrasting approaches in design for either a costume or a set.
4.6.2	Students discuss the sequence of problem solving (i.e., what to do first, what to do second, etc.) necessary to create or produce a simple dramatic event.
4.6.3	Students work first alone on a task, such as a puzzle, and then in a group. They discuss the benefits and drawbacks of each approach.

Standard 7: DRAMA AND OTHER DISCIPLINES

Students understand the connections between drama* and other disciplines.

Benchmarks	
4.7.1	Know connections between drama* and other disciplines in the curriculum.
4.7.2	Know how to use drama* to demonstrate knowledge of other disciplines.

Examples of Specific Knowledge that Support the Standard and Benchmarks	
4.7.1	language, historical events, mathematical concepts, culture, social structure, personal experience, nature, technology
4.7.2	scripting*, scenery, props, costuming, staging*

Examples of Activities that Support the Standard and Benchmarks	
4.7.1	Students will use information learned about family life on the prairie to write a short skit.
4.7.2	Students will create a dramatic activity in which they explain a scientific principle to the class. (i.e. life cycle of plants, magnetic properties, static electricity)

SUMMARY OF GRADES 5 – 8 BENCHMARKS

Standard 1: DRAMATIC LITERATURE*

Students comprehend a wide variety of dramatic literature*.

8.1.1 Know a variety of significant works from various major playwrights.
8.1.2 Know themes of dramatic literature*.
8.1.3 Understand the construction elements of dialogue and action.
8.1.4 Understand elements of improvised and scripted scenes.

Standard 2: ACTING

Students use fundamental acting skills*.

8.2.1 Know resource elements that help create character motivations.
8.2.2 Develop a character's behavior through a combination of movement, vocal pitch, and tone*.
8.2.3 Interact in an ensemble.

Standard 3: PRODUCTION

Students use fundamental production skills*.

8.3.1 Know the technical elements* of a scene or play.
8.3.2 Know publicity and house management duties.

Standard 4: CULTURAL CONTEXT OF DRAMA*

Students understand drama's* role in cultural and human experiences.

8.4.1 Know the historical, social, and cultural factors that influence theatre*.
8.4.2 Know aspects of dramatic genres* from a variety of cultures.

Standard 5: CONSUMER OF THEATRE*

Students understand how to be knowledgeable consumers of theatre*.

8.5.1 Use appropriate audience behaviors.
8.5.2 Prepare for selected theatrical events.
8.5.3 Use knowledge of production elements* to respond to a theatrical event.

Standard 6: DRAMA* AND HUMAN DEVELOPMENT

Students understand the role of drama* in human development.

8.6.1 Use drama* to demonstrate creative thinking skills.
8.6.2 Use drama* to demonstrate critical thinking skills.
8.6.3 Use drama* to demonstrate social skills.

Standard 7: DRAMA AND OTHER DISCIPLINES

Students understand the connections between drama* and other disciplines.

8.7.1 Know the relationship of the other fine arts to drama*.
8.7.2 Know how concepts expressed through drama* can be expressed differently through other art disciplines.
8.7.3 Know the relationship of other disciplines outside of the arts to drama*.

Standard 1: DRAMATIC LITERATURE*

Students comprehend a wide variety of dramatic literature*.

Benchmarks:

8.1.1 Know a variety of significant works from various major playwrights.

8.1.2 Know themes of dramatic literature*.

8.1.3 Understand the construction elements of dialogue and action.

8.1.4 Understand elements of improvised and scripted scenes.

Examples of Specific Knowledge that Support the Standard and Benchmarks

8.1.1 style, time period, genres*, subject matter

8.1.2 plot, characters, historical context, societal context, moral context, cultural context, religious context

8.1.3 plot, character, motivation, theme, style, setting, dramatic structure

8.1.4 conflict, dramatic structure, dialogue, characterization, stage direction, role playing, improvisation*

Examples of Activities that Support the Standard and Benchmarks

8.1.1 Students read a number of scripts and keep a reaction journal on them, identifying title, playwright, conflict, and resolution.

8.1.2 Students identify the five universal conflicts (e.g., Man vs. Man, Man vs. Self, Man vs. Society, Man vs. Nature, Man vs. God) in various pieces of dramatic literature*.

8.1.3 Using dialogue and action, students write a character analysis that reflects the plot, motivation, and theme.

8.1.4	Students take any scripted scene and transform it into an improvised, acted scene. They compare and contrast the two.

Standard 2: ACTING

Students use fundamental acting skills*.

Benchmarks

8.2.1 Know resource elements that help create character motivations.

8.2.2 Develop a character's behavior through a combination of movement, vocal pitch, and tone*.

8.2.3 Interact in an ensemble.

Examples of Specific Knowledge that Support the Standard and Benchmarks

8.2.1 stage directions in script, personal experience, dialogue, descriptions, historical styles

8.2.2 mannerisms, character interactions or reactions, emotional responses, ethical choices, sensory recall, concentration, breath control, diction, body alignment, muscle isolation

8.2.3 dialogue, physical interaction, listening, watching

Examples of Activities that Support the Standard and Benchmarks

8.2.1 Students read a script, choose one specific character from that script, and create a flow chart showing that character's actions and his/her reaction to various other characters.

8.2.2 After reading a script, students choose a specific character and act out a scene of the play in a manner that is contrary to the playwright's intent.

8.2.3 One student pantomimes a movement that could be part of a machine (e.g., pumping arm up and down). Other students add on to the first student's machine, using a different movement. The process continues until everyone has connected, making a complete machine. Repeat the activity, adding individual sounds to accompany the various movements.

Standard 3: PRODUCTION

Students use fundamental production skills*.

Benchmarks

8.3.1 Know the technical elements* of a scene or play.

8.3.2 Know publicity and house management duties.

Examples of Specific Knowledge that Support the Standard and Benchmarks

8.3.1 basic scene and costume construction techniques, property management*, make-up application techniques, lighting, sound, integration of elements

8.3.2 marketing strategies, computer graphics, art design, cooperation, leadership skills, responsibility

Examples of Activities that Support the Standard and Benchmarks

8.3.1 Students design or create a model of a set for a selected show. Working in groups, students select a script, research its historical time frame, and discuss or design a production concept. Each student assumes a role such as director, costumer, set designer, etc. Students participate in a whole-class discussion of the final production concept and the collaborative process.

8.3.2 Students create a publicity package that includes a poster, window display, public service announcement, program, and news story.

8.3.2 Students create a house management package that includes procedures for tickets, seating, box office, ushers, concessions, and lobby display.

Standard 4: CULTURAL CONTEXT OF DRAMA*

Students understand drama's* role in cultural and human experiences.

Benchmarks

8.4.1 Know the historical, social, and cultural factors that influence theatre*.

8.4.2 Know aspects of dramatic genres* from a variety of cultures.

Examples of Specific Knowledge that Support the Standard and Benchmarks

8.4.1 ethnic dress, historical records, morés, class systems, foods, religions, family structures

8.4.2 history, social studies, dance, movement, literature, accents, style, music

Examples of Activities that Support the Standard and Benchmarks

8.4.1 Students create a timeline mural, placing titles of various plays at the correct points on the timeline. They include significant events and people from the areas of music, visual arts, politics, and culture.

8.4.2 Using excerpts from specific plays from various genres* and cultures, students discuss clues that help to place a particular piece of work at a specific point in time and location.

Standard 5: CONSUMER OF THEATRE*

Students understand how to be knowledgeable consumers of theatre*.

Benchmarks

8.5.1 Use appropriate audience behaviors.

8.5.2 Prepare for selected theatrical events.

8.5.3 Use knowledge of production elements* to respond to a theatrical event.

Examples of Specific Knowledge that Support the Standard and Benchmarks

8.5.1 listening skills, behavior skills

8.5.2 background on script, playwright, genre*, and period

8.5.3 emotional and sensory reactions to literary, character, and technical elements*; aesthetic perceptions and reactions

Examples of Activities that Support the Standard and Benchmarks

8.5.1 Students role-play both appropriate and inappropriate audience behavior and discuss the effects that each may have on a theatrical event.

8.5.2 Prior to attendance of a selected production, with teacher guidance, students read the script, discuss the historical, social, and cultural context of the story, and discuss possible production techniques that could include directing styles, design concepts, and script interpretations.

8.5.3 Students stage a "Siskel & Ebert"-like talk show where, in pairs, they give the previously attended theatrical event the "thumbs up" or "thumbs down." The students should support their opinions with specific examples from the theatrical event.

Standard 6: DRAMA* AND HUMAN DEVELOPMENT

Students understand the role of drama* in human development.

Benchmarks

8.6.1 Use drama* to demonstrate creative thinking skills.

8.6.2 Use drama* to demonstrate critical thinking skills.

8.6.3 Use drama* to demonstrate social skills.

Examples of Specific Knowledge that Support the Standard and Benchmarks

8.6.1 language, divergent thinking, brainstorming, point of view, self expression, parody, multiple solutions

8.6.2 problem solving, reasoning, decision making, sequencing, prioritizing, abstract reasoning, critical analysis, advocacy

8.6.3 cooperation, social awareness, emotional and physical release, manners, tolerance, empathy

Examples of Activities that Support the Standard and Benchmarks

8.6.1 Students create a setting or costumes for a specific play, using an overall concept that represents a non-traditional approach.

8.6.2 Students plan a simple theatrical event focusing on identifying potential problems and using various strategies to arrive at possible solutions for those problems. They provide a rationale for production decisions (e.g., choice of setting, casting, costuming).

8.6.3 Students participate in various trust exercises (e.g., Trust Walk, Human Knot, Trust Fall, Trust Lift, Trust Mosh Pit). [See Resource list, page 44, ANCHORAGE PRESS].

Standard 7: DRAMA AND OTHER DISCIPLINES

Students understand the connections between drama* and other disciplines.

Benchmarks

8.7.1 Know the relationship of the other fine arts to drama*.

8.7.2 Know how concepts expressed through drama* can be expressed differently through other art disciplines.

8.7.3 Know how principles and concepts of other disciplines are related to drama*.

Examples of Specific Knowledge that Support the Standard and Benchmarks

8.7.1 color, design, movement, rhythm, tone, balance, tempo, pitch, volume

8.7.2 mood, emotion, thought, symbolism, vocalization, visualization, movement

8.7.3 language, historical events, mathematical concepts, culture, social structure, personal experience, nature, technology

Examples of Activities that Support the Standard and Benchmarks

8.7.1 Students will read The Diary of Anne Frank and then use other sources to find examples of music and art from that period in time.

8.7.2 Students will view a dramatic production and then write a rap song to retell the story.

8.7.3 Students will use science materials and concepts to create special effects for a magician's act.

SUMMARY OF GRADES 9 - 12 BENCHMARKS

Standard 1: DRAMATIC LITERATURE*

Students comprehend a wide variety of dramatic literature*.

12.1.1 Know elements of dramatic literature*.
12.1.2 Know and describe characteristics of a variety of dramatic genres* by various playwrights.
12.1.3 Understand the impact of choice of medium*.

Standard 2: ACTING

Students use fundamental acting skills*.

12.2.1 Understand the physical, emotional, and social dimensions of characters found in dramatic texts from various genres* and media*.
12.2.2 Know various classical and contemporary acting techniques and methods.
12.2.3 Know how characters as an ensemble communicate with audiences.

Standard 3: PRODUCTION

Students use fundamental production skills*.

12.3.1 Use technical elements* to design a production plan for a scene or play.
12.3.2 Perform publicity and house management duties.
12.3.3 Manage a technical element* of a scene or play.

Standard 4: CULTURAL CONTEXT OF DRAMA*

Students understand drama's* role in cultural and human experiences.

12.4.1 Know the historical, social, and cultural factors that influence theatre*.
12.4.2 Know characteristics of dramatic genres* from a variety of cultures.

Standard 5: CONSUMER OF THEATRE*

Students understand how to be knowledgeable consumers of theatre*.

12.5.1 Understand the relationship between production elements and the director's interpretation of the playwright's script.
12.5.2 Understand the relationship of background research for a production to the audience's comprehension and enjoyment of the production.
12.5.3 Use knowledge of production elements* to respond to a theatrical event.

Standard 6: DRAMA* AND HUMAN DEVELOPMENT

Students understand the role of drama* in human development.

12.6.1 Understand how drama* influences development of creative thinking skills, critical thinking skills, and social skills throughout one's life.

Standard 7: DRAMA AND OTHER DISCIPLINES

Students understand the connections between drama* and other disciplines.

12.7.1 Know how technical elements* and production elements* of drama* are used in similar and distinctive ways in various arts.
12.7.2 Know the ways in which drama* influences disciplines other than the arts.
12.7.3 Know the ways in which other disciplines influence drama*.

Standard 1: DRAMATIC LITERATURE*.

Students comprehend a wide variety of dramatic literature*.

Benchmarks

12.1.1 Know elements of dramatic literature*.

12.1.2 Know and describe characteristics of a variety of dramatic genres* by various playwrights.

12.1.3 Understand the impact of choice of medium*.

Examples of Specific Knowledge that Support the Standard and Benchmarks

12.1.1 conflict, dramatic structure, dialogue, characterization, stage direction

12.1.2 comedy, tragedy, musical theatre, theatre of the absurd, farce, melodrama, social satire

12.1.3 point of view, influence of audience, technical considerations, directorial considerations, considerations for hearing and/or visually impaired audiences

Examples of Activities that Support the Standard and Benchmarks

12.1.1 Students create a visual aid for a presentation to explain dramatic structure in a play through the use of scripts, screen plays, radio drama*, readers' theatre*, movies, or live or recorded stage performances.

12.1.1 Students write a script based on an improvisation* done in class. (The topic chosen for the improvisation* should be relevant to high school students.)

12.1.2 Using two contrasting genres* based on the same play (e.g., *Romeo and Juliet* and *West Side Story*), students discuss the characteristics of the differences represented.

12.1.3 Students read a printed script and then view a live or taped production of the same play, react to the similarities and differences, and discuss how the various types of media* affect audience perception and the directorial choices made for the specific form of media*.

Standard 2: ACTING

Students use fundamental acting skills*.

Benchmarks

12.2.1 Understand the physical, emotional, and social dimensions of characters found in dramatic texts from various genres* and media*.

12.2.2 Know various classical and contemporary acting techniques and methods.

12.2.3 Know how characters as an ensemble communicate with audiences.

Examples of Specific Knowledge that Support the Standard and Benchmarks

12.2.1 body language, vocal traits, self awareness, personal experience, historical knowledge, social class structures, social morés, cultural differences, psychological profiles

12.2.2 The Method, Sanford Meisner, Discovery, Outside-In (See reference, ANCHORAGE PRESS, acting texts)

12.2.3 concentration, cooperation, recall, interaction, empathy, trust, listening, watching

Examples of Activities that Support the Standard and Benchmarks

12.2.1 Students choose a character from a play and create a collage using pictures, words, or other visual elements to reflect the physical, emotional, and social dimensions of that particular character.

12.2.2 Each student chooses a character of a specific type based on a play from a specific genre* (e.g., servant in *Hamlet*) and allows his/her character to "come alive" through dialogue and action. The other students in the class try to identify the genre* of each character and discuss the actor's research and choices to create the character. This activity could be expanded by having students examine a specific character role across several genres* (e.g., servant in *Hamlet*, servant in *The Crucible*, waiter in *Hello Dolly*).

12.2.3 Students write a character analysis for a scene with two or more characters. They video record the scene, and discuss character's motivation.

Standard 3: PRODUCTION

Students use fundamental production skills*.

Benchmarks	
12.3.1	Use technical elements* to design a production plan for a scene or play.
12.3.2	Perform publicity and house management duties.
12.3.3	Manage a technical element* of a scene or play.

Examples of Specific Knowledge that Support the Standard and Benchmarks	
12.3.1	style, historical context, designs for sets, costumes, properties, make-up, lighting, sound, integration of elements
12.3.2	computer graphics, art design, distribution, organization
12.3.3	cooperation, leadership skills, communication skills, responsibility, problem solving

Examples of Activities that Support the Standard and Benchmarks	
12.3.1	Students create a portfolio that includes designs for sets, costumes, make-up, lighting, sound, and properties.
12.3.2	Students design and execute one job for publicity or house management duties.
12.3.3	Students design and execute one technical job for a scene or play.

Standard 4: CULTURAL CONTEXT OF DRAMA*

Students understand drama's* role in cultural and human experiences.

Benchmarks	
12.4.1	Know the historical, social, and cultural factors that influence theatre*.
12.4.2	Know characteristics of dramatic genres* from a variety of cultures.

Examples of Specific Knowledge that Support the Standard and Benchmarks	
12.4.1	theatrical history, government, immigration, religion, current social issues
12.4.2	farce, melodrama, comedy, tragedy, avant-garde, commédia dell'arte, realism, romanticism, miracle, musical, morality

Examples of Activities that Support the Standard and Benchmarks	
12.4.1	Students create a timeline mural, placing titles of various plays at the correct points on the timeline. They add pictures of costumes and architecture and brief descriptions of historical and social environments for those specific points on the timeline. Students participate in a whole-class discussion of how historical, social, and cultural factors might have affected the playwrights at the various points on the timeline.
12.4.2	Students select a specific historical, societal, or cultural factor and prepare a report on how that specific factor has influenced plays throughout history.

Standard 5: CONSUMER OF THEATRE*

Students understand how to be knowledgeable consumers of theatre*.

Benchmarks

12.5.1	Understand the relationship between production elements and the director's interpretation of the playwright's script.
12.5.2	Understand the relationship of background research for a production to the audience's comprehension and enjoyment of the production.
12.5.3	Use knowledge of production elements* to respond to a theatrical event.

Examples of Specific Knowledge that Support the Standard and Benchmarks

12.5.1	script analysis, historical and cultural background, technical requirements, character realization, playwright's intent, director's interpretation
12.5.2	background on script, playwright, genre*, time period
12.5.3	attendance; analysis; participation; emotional and sensory reactions to literary, character, and technical elements*; aesthetic perceptions and reactions

Examples of Activities that Support the Standard and Benchmarks

12.5.1	Students select a script, choose an alternative setting/time period, and either discuss the impact of the alternative on the directorial interpretation or design a technical element* of the production.
12.5.2	Prior to attendance of a selected production, students read the script and analyze the historical, social, and cultural context of the story. Then they participate in a panel discussion concerning possible production techniques that could include directing styles, design concepts, and script interpretations.

12.5.3	After viewing a production, each student writes a letter to someone not involved with the production (e.g., letter to the editor or chamber of commerce) responding to the directing, acting, and technical elements* of the production.

Grades 9-12

Standard 6: DRAMA* AND HUMAN DEVELOPMENT

Students understand the role of drama* in human development.

Benchmarks

12.6.1	Understand how drama* influences the development of creative thinking skills, critical thinking skills, and social skills throughout one's life.

Examples of Specific Knowledge that Support the Standard and Benchmarks

12.6.1	audience participation, production participation

Examples of Activities that Support the Standard and Benchmarks

12.6.1	Students write a letter to a legislator or school official advocating theatre* in their geographical area. In the letter, they discuss the contribution that theatre* makes to the development of creative thinking skills, critical thinking skills, and social skills.
12.6.1	Students discuss in a panel how they envision that theatre* will be part of their lives for the next three decades. Their comments should reflect how theatre* will influence their critical thinking skills, creative thinking skills, or social skills.

Grades 9-12

Standard 7: DRAMA AND OTHER DISCIPLINES

Students understand the connections between drama* and other disciplines.

Benchmarks	
12.7.1	Know how elements of drama* are used in similar and distinctive ways in various arts.
12.7.2	Know the ways in which drama* influences disciplines other than the arts.
12.7.3	Know the ways in which other disciplines influence drama*.

Examples of Specific Knowledge that Support the Standard and Benchmarks	
12.7.1	attendance; script and playwright analysis; participation; emotional and sensory reactions to literary, character, and technical elements; aesthetic perceptions and reactions; lighting; costumes; props; sound; set; make-up
12.7.2	social interaction, ecology, cultural perceptions, historical perceptions, values, ethics
12.7.3	technology, historical events, cultural values, political perspectives, religion, social morés, morals, ethics, environmental concerns

Examples of Activities that Support the Standard and Benchmarks	
12.7.1	Students will visit an art gallery and describe the use of lighting for the exhibit. Special attention should be given to how the lighting enhances or diminishes the viewer's perception of the art.
12.7.2	Students will read a dramatic script concerning a societal issue (e.g., To Kill a Mockingbird, Inherit the Wind, The Diary of Anne Frank, The Crucible). They will then write and present a "point-counterpoint" program that further explores the issue.
12.7.3	Students will write a 60-second public service announcement advocating a particular viewpoint on a current environmental issue.
12.7.3	Students will design a technical element of a dramatic production using computer software.

SUMMARY OF BENCHMARKS BY STANDARD

Standard 1: DRAMATIC LITERATURE*

Students comprehend a wide variety of dramatic literature*.

Grades K-4 Benchmarks

4.1.1	Know examples of published and non-published fiction and non-fiction.
4.1.2	Know and describe the elements of scripting*.
4.1.3	Know and describe the emotional reactions created by dramatic presentations.

Grades 5-8 Benchmarks

8.1.1	Know a variety of significant works from various major playwrights.
8.1.2	Know themes of dramatic literature*.
8.1.3	Understand the construction elements of dialogue and action.
8.1.4	Understand elements of improvised and scripted scenes.

Grades 9-12 Benchmarks

12.1.1	Know elements of dramatic literature*.
12.1.2	Know and describe characteristics of a variety of dramatic genres* by various playwrights.
12.1.3	Understand the impact of choice of medium*.

Standard 2: ACTING

Students use fundamental acting skills*.

Grades K-4 Benchmarks	
4.2.1	Use a variety of movement, vocal pitch, tempo, and tone*.
4.2.2	Understand the relationship between character and movement, vocal pitch, tempo, and tone*.
4.2.3	Create and sustain a character.

Grades 5-8 Benchmarks	
8.2.1	Know resource elements that help create character motivations.
8.2.2	Develop a character's behavior through a combination of movement, vocal pitch, and tone*.
8.2.3	Interact in an ensemble.

Grades 9-12 Benchmarks	
12.2.1	Understand the physical, emotional, and social dimensions of characters found in dramatic texts from various genres* and media*.
12.2.2	Know various classical and contemporary acting techniques and methods.
12.2.3	Know how characters as an ensemble communicate with audiences.

Standard 3: PRODUCTION

Students use fundamental production skills*.

Grades K-4 Benchmarks	
4.3.1	Know how visual elements and aural aspects are used to communicate.
4.3.2	Select materials to create technical elements* of production.
4.3.3	Select materials to create publicity.

Grades 5-8 Benchmarks	
8.3.1	Know the technical elements* of a scene or play.
8.3.2	Know publicity and house management duties.

Grades 9-12 Benchmarks	
12.3.1	Use technical elements* to design a production plan for a scene or play.
12.3.2	Perform publicity and house management duties.
12.3.3	Manage a technical element* of a scene or play.

Standard 4: CULTURAL CONTEXT OF DRAMA*

Students understand drama's* role in cultural and human experiences.

Grades K-4 Benchmarks	
4.4.1	Understand similarities and differences between drama* and one's own life.
4.4.2	Understand how dramatic activities reflect cultures.

Grades 5-8 Benchmarks	
8.4.1	Know the historical, social, and cultural factors that influence theatre*.
8.4.2	Know aspects of dramatic genres* from a variety of cultures.

Grades 9-12 Benchmarks	
12.4.1	Know the historical, social, and cultural factors that influence theatre*.
12.4.2	Know characteristics of dramatic genres* from a variety of cultures.

Standard 5: CONSUMER OF THEATRE*

Students understand how to be knowledgeable consumers of theatre*.

Grades K-4 Benchmarks	
4.5.1	Know appropriate audience behaviors.
4.5.2	Know that people react to a theatrical production in different ways.

Grades 5-8 Benchmarks	
8.5.1	Use appropriate audience behaviors.
8.5.2	Prepare for selected theatrical events.
8.5.3	Use knowledge of production elements* to respond to a theatrical event.

Grades 9-12 Benchmarks	
12.5.1	Understand the relationship between production elements and the director's interpretation of the playwright's script.
12.5.2	Understand the relationship of background research for a production to the audience's comprehension and enjoyment of the production.
12.5.3	Use knowledge of production elements* to respond to a theatrical event.

Standard 6: DRAMA* AND HUMAN DEVELOPMENT

Students understand the role of drama* in human development.

Grades K-4 Benchmarks

4.6.1	Use drama* to develop creative thinking skills.
4.6.2	Use drama* to develop critical thinking skills.
4.6.3	Use drama* to develop social skills.

Grades 5-8 Benchmarks

8.6.1	Use drama* to demonstrate creative thinking skills.
8.6.2	Use drama* to demonstrate critical thinking skills.
8.6.3	Use drama* to demonstrate social skills.

Grades 9-12 Benchmarks

12.6.1	Understand how drama* influences the development of creative thinking skills, critical thinking skills, and social skills throughout one's life.

Summary by Standard

Standard 7: DRAMA AND OTHER DISCIPLINES

Students understand the connections between drama* and other disciplines

Grades K-4 Benchmarks	
4.7.1	Know connections between drama* and other disciplines in the curriculum.
4.7.2	Know how to use drama* to demonstrate knowledge of other disciplines.

Grades 5-8 Benchmarks	
8.7.1	Know the relationship of the other fine arts to drama*.
8.7.2	Know how concepts expressed through drama* can be expressed differently through other art disciplines.
8.7.3	Know how principles and concepts of other disciplines are related to drama*.

Grades 9-12 Benchmarks	
12.7.1	Know how elements of drama* are used in similar and distinctive ways in various arts.
12.7.2	Know the ways in which drama* influences other disciplines
12.7.3	Know the ways in which other disciplines influence drama*.

REFERENCES

PUBLISHER RESOURCES

ANCHORAGE PRESS
P.O. Box 8067
New Orleans, LA 70182
[This is an excellent source for children's plays and texts with theatre activities.]

BAKERS PLAYS
100 Chauncy Street
Boston, MA 02111
617-482-1280
Email www.bakersplays.com

DRAMATIC PUBLISHING
Box 129
311 Washington Street
Woodstock, IL 60098
815-388-7170

DRAMATISTS PLAY SERVICE
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Schulenburg TX 78956-0246
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PLAYS & MUSICALS FOR YOUNG AUDIENCES
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SAMUEL FRENCH, INC.
45 West 25th Street
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212-206-8990
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TAMS-WITMARK, MUSIC LIBRARY, INC.
560 Lexington Avenue
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1-800-221-7196

www.amazon.com

TECHNICAL RESOURCES

ALCONE COMPANY, INC.
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GLOSSARY

Drama - ("to do") is any informal, nonexhibitional process that uses dramatic elements and is designed for the experience and/or the educational value.

Dramatic literature - Literature designed for the telling of stories by way of stage, film, television, radio, or computer disk.

Fundamental acting skills - Knowledge of and ability to use appropriate vocal techniques, characterization, stage movement, and ensemble work.

Fundamental production skills - Knowledge and skills in the areas of lighting, costume, props, sound, set, make-up, and publicity and house management duties.

Genre - A category of theatrical literature that includes: farce, melodrama, comedy, tragedy, avant-garde, commédia dell'arte, realism, romanticism, miracle, musical theatre, and social satire.

Improvisation - The spontaneous use of movement and speech to create a character or object in a particular situation.

Media/Medium – A method of producing and/or viewing a dramatic presentation. Examples include: stage, film, radio, computer disk, television, or video.

Production elements - attendance; script and playwright analysis; participation; emotional and sensory reactions to literary, character, and technical elements; aesthetic perceptions and reactions.

Properties management - Identifying needs, constructing or procuring props for a scene/play, inventorying, storing, managing during performance times, storing and/or returning at the end of the production.

Scripting - The process of writing dialogue and stage direction.

Staging - A functional and visually appealing arrangement of actors, set pieces, furniture, and properties that help tell a story that can shift as a scene demands.

Technical elements - Lighting, costumes, props, sound, set, make-up, and other support elements necessary to mount a theatrical production.

Theatre - ("to see") Theatre is the formal art product that is an imitation/representation of life, performed for other people.

Tone - The quality of the voice, color, timbre, and inflection.